**K-5 ELA Lesson Plan**

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| **Teacher: Elisabeth Borowicz, Carl Cockman, Laura Thompson** | | **Grade: 2** | | | **Date(s)**: Day 1 and 2 (Aug. 27-28) |
| **Unit Title: “A Story to Tell”** | | | **Corresponding Unit Task: Task 1** | | |
| **Essential Question(s): How do characters respond differently to challenges/events in stories? What is a biography/autobiography? What steps are taken to write a biography?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student: Reading Street 2.1 “Ronald Morgan goes to Bat”; Flip Chart paper; Making Words activities (2); student response logs; pencils; crayons; markers** | | | | **Biography- an account of a person’s life written by another person**  **Autobiography- an account of a person’s life written by themselves**  **Interview- a meeting or conversation in which a writer or reporter asks questions**  **Historical Fiction- a make-believe story including factual information**  **Realistic Fiction- a make-believe story about something that could really happen**  **Character- the person or people in a story**  **Setting- where and when a story takes place**  **Sequence/Temporal Words- words that signal order (first, next, then, etc)**  **Plot- the actions or events in a story**  **Challenge- an event someone has to overcome**  **Response- how a person reacts to an event** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards: RL2.1, RL2.3, RL2.7, RF2.3, RF2.4**  **I Can Statement(s):** I can ask 5W questions. I can describe how characters in a story respond to major events and challenges. I can use text features to understand characters, setting and plot.  **Instructional Plan:**  Day 1: Students will discuss what it means to be on a team. Teacher will read poem “I am on a Team”. Teacher will model how to use a flip chart including characters and setting. Teacher will place students into cooperative groups. The groups will choose names, create a team flag, and choose jobs (Paper Collector, Chair Stacker, Custodian, and Team Captain).  Day 2: Teacher will review EQs. Teacher reads aloud “Ronald Morgan goes to Bat” while students follow along in their book. Teacher asks for responses to EQs. Teacher will model how to make a story map using plot (beginning, middle and end). | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards: W2.3**  **I Can Statement(s):** I can write a narrative including sequence of events.  **Instructional Plan:**  Day 1: Students will respond to the prompt “Write about a time you were part of a team.” Students will share personal responses with the class.  Day 2: Write instructions for someone who has just joined your team on how to be a team player. Use response journal. Require five sentences. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards: RF2.3**  **I Can Statement(s):** I can identify words with short vowel patterns.  **Instructional Plan:**  Day 1:Teacher will administrate Words their Way spelling inventory.  Teacher will guide students through a Making Words short vowel activity.  Day 2: Teacher will guide students through a Making Words short vowel activity. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards: SL2.2, L2.2**  **I Can Statement(s):** I can describe key ideas from a text read aloud. I can read aloud a text.  **Instructional Plan:**  Day 1: Teacher will model how to read aloud (make eye contact, steady voice, etc).  Students will read aloud their narrative. Students will listen carefully as other students are sharing.  Day 2: Students will share their responses about how to be a team player. | | | | |
| **Closing/Summarizing Strategy** | Review the EQs and students should respond in their response logs.  Review how to be a team player (classroom management). | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Read aloud “How Baseball Saved Us”.** | | **Read Scott Foresman below level reader with teacher and discuss story elements.** | | | **Making Words activities (short vowel patterns)** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Words their Way spelling inventory- spelling group placements  Response logs- written language  San Diego QUICK- assessing reading level  DRA- reading level | | | | | |
| **Teacher Reflection:** | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*